

Student Name: \_\_\_\_\_ 3<sup>rd</sup> Period: \_\_\_\_\_

## Summer Reading Project

### Advanced Placement Literature and Composition- Miss Detrick

**Overview:** Congratulations on choosing to enroll in a rigorous academic course next school year! I am excited to get to know you and help you on your journey to success on the AP exam! Should you have questions regarding your summer reading project over the summer, please contact me via e-mail at [detricks@wcsoh.org](mailto:detricks@wcsoh.org).

**Your Mission:** Over the summer you will be reading two novels, completing major works data sheets for **each** book, and compiling a literary term dictionary.

### Project Due Date:

Your summer project is due on August 4<sup>th</sup> by 2pm.

Please note that this is a week before school starts! You must take your completed data sheets and literary terms dictionary to the main office at South. The secretary will collect your project and write down when it was received. Late projects will not be accepted and will result in a failing grade to start the school year.

**The Books:** You must choose two books to read. Choose a novel from each column below. The novel selections are of different lengths and different content. Many deal with sensitive and controversial issues, so be sure to read the synopsis of all the novels before choosing the ones that most interest you. The focus for the summer is on the African American experience told from different points of view.

I suggest purchasing your own copies of the novels so that you can annotate the text as you read for content (major moments of epiphany, conflicts, character development) and literary techniques (characterization, setting, figurative language, style, diction and syntax, theme, tone). You may choose to purchase electronic copies of the book if you are able to bring an e-reader to school with you during the first weeks of school. E-readers allow for easy annotation of text including different colors to highlight passages (I find it helpful to color code my annotations). If you are unable to purchase your own copies, these books are readily available at the Westerville Public Library and Columbus Public Libraries. I suggest using post-it notes for annotations in library copies. Your annotations will be helpful as we begin the school year, but will not be collected for a grade. The expectation is that you will do what's best for you to remember and understand the novels.

You will be given a past AP prompt to write on upon returning to school, so be sure to read the novels in their entirety. Since these books are all considered classics, I am quite aware that much of the information you are being asked to collect is readily available online. Do note, however, that writing on an AP prompt about a book you have not read will not go well. The books have been selected for their literary merit, but also because they are just REALLY good books! My hope is that I have selected novels that will not only help you as you begin your AP Lit journey, but also books that you will honestly enjoy reading!

Choose one novel from this column:	Choose one novel from this column:
<i>The Color Purple</i> by Alice Walker	<i>Black Boy</i> by Richard Wright
<i>Beloved</i> by Toni Morrison	<i>Invisible Man</i> by Ralph Ellison

## Assignment Part 1:

**Major Works Data Sheet:** (Digital downloadable copies of the data sheet are available at [missdetrick.wikispaces.com](http://missdetrick.wikispaces.com) should you need a new copy, or want to type your information instead of handwriting. Please do not copy and paste from other sources. You will not receive credit for plagiarized work.) Complete a data sheet for **EACH** novel you read.

1. Historical information: When does the novel take place and what socially or culturally significant events are occurring?
2. Biographical information: What are some important facts about the author?
3. Characteristics of the genre: What is the genre of the book and what are the characteristics of that genre?
4. Plot Summary: What are the main or most important events that occur in the novel?
5. Author's Style: Describe the author's syntax and diction. If you don't know what these mean or how to apply them, just describe how the author describes events and/or characters.  
An example: Give a quote from the text that you feel exemplifies their style.
6. Memorable Quotes: You may need to complete this on a separate sheet of paper. Write down **15** quotes from the beginning, middle and end of the novel and explain why they are important to one of the following:  
Character, Setting, Conflict, Theme or a Literary Device such as Simile, Metaphor, Personification, Imagery, Symbolism, or Allusion (Try to apply each term at least once)
7. Characters: Write down the name, role and significance of the main characters and 2-3 adjectives that describe each character.
8. Setting: The specific time, place and era the novel takes place.
9. Symbols: Any objects, people, or places that you feel are representative of something else. Make sure you tell me the symbol as well as what it symbolizes or represents.
10. Possible Themes: What are **three** possible themes? Remember a theme is what the author is trying to show us about human nature or life. What can we all relate to?
11. Significance of the opening scene: Why is the opening scene important? What does it set up or how does it add to the rest of the novel?
12. Significance of the closing scene? Why is the closing scene important? How does it conclude the novel or what message does it leave us with?

## Assignment Part 2:

**Literary Terms Dictionary:** Use 5x7 note cards to create a dictionary of important terms we will use over the year (term on one side, definition on the opposite side). Hole punch the cards in the corner and use a loose-leaf ring to connect the cards. Have extra cards available throughout the school year as we add to your dictionary. Keep the words in alphabetical order for easy access. Leave room on the back of the cards to add examples from class.

### **Terms:**

- |                      |                         |                       |
|----------------------|-------------------------|-----------------------|
| 1. Abstract          | 22. Exposition          | 43. Persuasion        |
| 2. Allegory          | 23. Extended Metaphor   | 44. Plot              |
| 3. Allusion          | 24. Falling Action      | 45. Point of View     |
| 4. Ambiguity         | 25. Farce               | 46. Protagonist       |
| 5. Analogy           | 26. Figurative Language | 47. Realism           |
| 6. Anecdote          | 27. Flashback           | 48. Repetition        |
| 7. Antagonist        | 28. Foil                | 49. Resolution        |
| 8. Archetype         | 29. Foreshadow          | 50. Satire            |
| 9. Atmosphere        | 30. Genre               | 51. Setting           |
| 10. Characterization | 31. Hyperbole           | 52. Simile            |
| 11. Climax           | 32. Imagery             | 53. Situational Irony |
| 12. Concrete         | 33. Irony               | 54. Speaker           |
| 13. Conflict         | 34. Juxtaposition       | 55. Style             |
| 14. Connotation      | 35. Metaphor            | 56. Symbol            |
| 15. Denotation       | 36. Mood                | 57. Syntax            |
| 16. Denouement       | 37. Motif               | 58. Theme             |
| 17. Dialect          | 38. Narrator            | 59. Tone              |
| 18. Diction          | 39. Onomatopoeia        | 60. Understatement    |
| 19. Dramatic Irony   | 40. Oxymoron            | 61. Verbal Irony      |
| 20. Epic             | 41. Paradox             |                       |
| 21. Euphemisms       | 42. Personification     |                       |